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American universities are adopting aggressive marketing techniques to attract desirable would-be students. Clive Cookson reports from Washington

College courtship

Higher education in America is rapidly becoming a buyer's market. Over the past year or two nervousness has begun to shift from the applicants waiting for places to the colleges waiting to hear how many would-be students will accept their offer of a place.

Institutions are having to adopt the aggressive marketing techniques of business. They bombard bright high school seniors with promotional literature about the joys and benefits of undergraduate life on their campus.

A finalist in the National Merit Scholarship competition is likely to be inundated with glossy brochures from obscure midwestern liberal arts colleges as well as prestigious Ivy League universities.

Colleges have long advertised for students in newspapers. Now they are taking to radio and television commercials, too.

Desirable students are wooed at parties and receptions. Sometimes colleges do the entertaining themselves, flying the young guests in at considerable expense, sometimes they rely on their loyal alumni—who play a far greater role in the life of an American university than British graduates do for their alma mater—to invite local applicants to parties at their homes.

Only a select few colleges and universities in the United States successfully enrol more than half of the applicants they accept. This includes the prestigious research universities like Yale, Harvard, Stanford and Berkeley. Many less fortunate institutions, both private and state, have to accept three candidates for every one who agrees to join them rather than a rival college.

The universities' fundamental problem is demographic. After nearly doubling in size since 1955—and helping to fuel the huge expansion of American higher education during the 1960s—the size of the United States 18-year-old population has peaked. Nothing can stop it falling by about a quarter between now and 1992.

Birth rates have of course fallen similarly in other Western developed countries, but the exact

timing is different. In the United Kingdom, for instance, the "baby boom" will peak in 1983, three or four years later than in the United States, so our universities may get the chance to learn something from the American experience.

Countries like Britain with more centralized systems of government can try to plan for the slump on a national level. But the federal structure of the United States precludes a national approach to the problem.

Individual states can and do plan the future of their own public systems of higher education. Maryland's Board for Higher Education, for example, has just approved a "Master Plan" that would cut undergraduate intake at the University of Maryland's main College Park campus from 5,500 last year to 4,000 by 1983, and freeze student numbers at some other campuses, but increase enrolment slightly at a few of the state's most vulnerable institutions.

There is no such shelter for the private institutions which constitute more than half of the 3,075 colleges and universities in the United States. (On average independent institutions are far smaller than state universities and 78 per cent of the United States 11 million full and part-time students are enrolled in state colleges and universities.)

The 1,600 private colleges are on their own in a free market jungle, and pessimists predict that as many as 500 of them will go out of business as a result of closures and mergers during the 1980s.

During the 1970s their numbers have remained more or less constant. As many as 100 small and generally obscure colleges have been forced to close by bankruptcy and/or declining enrolment—one of the better-known failures was experimental Franconia College in New Hampshire last January—but new campuses have sprung up too.

A report just released by the National Association of Independent Colleges and Universities indicates that about 50 per cent of the country's private institutions were in a "weak" financial position in 1976/77, 34 per cent said they were "losing ground financially", compared to 20 per cent the year before.

Nevertheless, the association says, "optimism prevails among the nation's independent college and university presidents": none of the 135 presidents questioned thought his or her institution would "deteriorate seriously" in the next five years. So many predictions of a large-scale shake-out are alarmist.

The prospects look bleakest at the less selective liberal arts colleges with only undergraduate programmes. Three-quarters of them are financially weak, compared to only 9 per cent of selective colleges and none of the research universities sampled.

The pessimists say the effects of the adverse demographic tide are going to be exacerbated by a less favourable social attitude to higher education. Already, they claim, an increasing number of middle-class Americans with the high school grades and test scores to go to college are beginning to doubt whether it is worth the time and money.

With the total cost of undergraduate education (tuition, board and room) expected to average \$3,000 at state institutions and \$5,000 at private colleges—and exceed \$7,000 at the most prestigious institutions—its benefits have to be substantiated. Whether they are is a matter of keen debate.

The United States Government's Bureau of Labour Statistics published figures this month which showed that a quarter of the young people graduating between 1976 and 1985 will have to settle for jobs that have not traditionally required a degree.

There will be 10,400,000 graduates emerging for 7,700,000 graduate-type positions. But although 2,700,000 visted degrees seem an awful lot, the bureau points out that over the 1969-1976 period, 20 per cent of graduates had to take non-graduate jobs.

So a bachelor's degree is not going to pay off for every individual who receives one. However, economists will have no doubt that it yields a handsome dividend for the average graduate.



More conventional meeting at California State University

school graduate in the 25-44 age group and 20 per cent higher for the over-45s. (However, such statistics do not take account of the fact that the average graduate may be intrinsically brighter than the non-graduate—they do not indicate how much financial benefit a given individual will benefit from college.)

Although some social scientists and journalists like to talk about whether the phenomenon really exists on a significant scale, except in the minds of those who talk and write about it.

Certainly the enrolment statistics have not shown it to be a major factor yet, and whatever middle-class youngsters think of college, there is little doubt that, as Harvard sociology professor David Riesman put it, "the less privileged still see university as the road to a better life".

Australia Government schools get less to spend

from John Kirkaldy

An increased emphasis on non-government schools is one major proposal contained in the report of the Schools Commission for 1979. Out of a total expenditure of \$563.1m, \$360.3m will go to government schools and \$26.5m, to non-government schools.

In real terms expressed in December 1977 price levels, government schools lose approximately \$8.0m and non-government schools gain \$13.5m while the total for joint programmes will change.

These figures are part of the complex system of funding Australian schools, which is a joint federal state responsibility.

In May 1978, the commission recommended that \$563.6m be spent on schools but in June, the Federal government indicated a guideline on educational funding that was prepared to allow only \$531.6m. The present one contains the commission's recommendations on how the government's share should be allocated and this is usually accepted by the cabinet.

The Schools Commission's figure of \$563.6m was a recommendation to increase spending by 5 per cent but the government said it was previously announced figure of \$531.6m.

The figure of \$531.6m is split between capital grants (\$161.6m), recurrent grants (\$369.9m) and the division of funds between the states is as follows: New South Wales, \$224.8m; Victoria, \$188.9m; Queensland, \$99.9m; South Australia, \$53.6m; Western Australia, \$50.8m; and Tasmania, \$16.3m.

The report recommends that the basic grant to non-government schools—20 per cent of per pupil running costs—should be matched by an equivalent grant from the state.

The report also justifies the ruling of allocations to non-government schools by claiming that schools in the poorest category (level six) were continuing to fall behind standards in government schools, and that urgent extra help was needed.

The government's figures have been attacked since they were first announced in June. The Australian Teachers' Federation (ATF) has criticised the proposal which, they claim, would mean that figures for July showed an increase of 9,000 on the previous month, bringing the total of 15 to 25-year-olds out of work to 48,000, the highest July unemployment during the 1970s.

The non-Socialist coalition has been under pressure from the opposition Social Democrats, trades union organizations and the National Board of Labour to reinstate the present capacity of labour exchanges.

Unemployment in Sweden totalled 2.3 per cent of the labour force in July. Though low by international standards, it is high for Sweden and really represents a danger to the level of joblessness that is marked by the measure to absorb would-be unemployed in special education or retraining schemes.

The need to strengthen labour exchange facilities is seen as particularly urgent where young people are concerned as they usually require more counselling than older job seekers. The government is expected to accept much of the Board of Labour's demand to bring forward starting dates for public sector construction schemes.

In an effort to alleviate local youth unemployment, the schools in Stockholm have proposed the creation of more classes in upper secondary schools and the extension of the period for application for the coming school year.

SVENSKA

Teachers and the Inland Revenue

All in the cause of duty

Sir—All teachers who long to be treated as members of a learned profession will wish Mr Harrison well in his case with the Inland Revenue. How sad that at a time when the cries for teachers to display an extended sense of professional responsibility, income tax relief is denied a dedicated teacher in relation to a room at home used wholly, exclusively and necessarily for professional duties.

I should like to relate this unfairness to another case in which the Inland Revenue expects teachers to prepare themselves for professional work at their own expense. In-ter-

vice courses are not regarded as being wholly, exclusively and necessarily for professional duties. This means that teachers must rely on local authority support, support which frequently falls well short of more than a few days' duration.

Could not the unions, with DES support, press the Inland Revenue to allow teachers to set expenditure on approved courses against income tax? A third of a loaf would be better than none.

JOHN H. HUGHES.
28, Tees Close, Peterlee, County Durham.

Tax man and the filing cabinet

Sir—While I agree entirely with the sentiments of Mr Harrison (The teacher and the Inland Revenue, August 18) I have found further than he suggests:

1. A filing cabinet bought by me and installed permanently in school was deemed not to be allowable for tax deduction. What business man would expect to furnish his office out of his own, taxed income?

2. The rules on use of the home are inconsistent. University lecturers are taxed in schedule D and therefore can deduct expenses for a study at home. All other teachers, who probably have poorer facilities at work than lecturers in universities,

are denied this. This seems to be a completely arbitrary decision by the tax inspectorate.

3. Books are a legitimate expense only if they are used for teaching above O level standard. Again where is the logic in this?

4. While marking of public exams by teachers is carried out almost entirely at home this again is taxed at the full rate with no allowable deductions.

These rules are unfair and illogical: it is time they were rationalized.

R. IAN GOODALL,
4, Barlow Road, Hampden, Middlesex.

Bulgarian mixture

Sir—Even the most committed supporters of mixed-ability teaching do not do better than list the advantages in implementing it. I am not aware of any literature on the subject that has offered a practical and realistic method of doing this. While we can choose from several well-documented ways to stream, it is not possible to make an informed decision about mixed-ability teaching. It follows that, as matters stand, such an approach will inevitably involve experimentation and any faults would have to be smoothed out by the process of trial and error.

Recent desperate attempts in your columns to find a neat solution bring to mind my experience of mixed-ability learning in Bulgaria. We were judged by our achievement to be able to believe that the basic assumption in operation was that the school syllabus was within the ability of the pupils. There was careful continuous assessment in operation and at the end of the year those who failed to achieve a minimum standard during the year were kept behind to repeat the year. This seemed particularly fair to children who would fall behind for reasons of poor health and other temporary disturbances and absences.

The number of "repeaters" was small and I remember only two cases when children were kept behind for the third time. Once a child had "passed up" he or she was again expected to work to a standard and is liable to be kept behind again.

I offer this example as a possible way of dealing with the slower and less able. Of course, many questions are unanswered, but the point that I wish to make is this: after we change our philosophy we will need to make a radical change in our method.

EUMILLA BERGUSON,
84 Brooklands Road, Brixton, London, SW9.

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Why a pinta is not so harmful

Sir—A report by Caroline Haydon (August 11) says that experts said milk could be positively harmful to children. The basis for her argument is information contained in a letter to *The Daily Telegraph* (August 8) by Dr Paul Buisseret, lecturer on medicine at Guy's Hospital Medical School.

Your writer ignores the Department of Health and Social Security report—*Diet and Coronary Heart Disease*—which stated: "There are many risk factors for ischaemic heart disease, only some of which are dietary in nature. The most predominant in determining susceptibility to the disease, and a claim to the contrary is not acceptable in the context of the United Kingdom diet."

She ignores also the simple facts on obesity. These are that people become obese when they take in more energy in the form of food than they need—obesity is not to be blamed on any single food.

Dr Buisseret says, and your writer repeats: "Since as many as 10 per cent of the population suffer from allergies of one kind or another, the withholding of free cow's milk from children is in fact doing them a favour and not denying them a valuable source of nutrition." Your writer did not include the remainder of Dr Buisseret's

LETTERS With a nod and a wink . . .

Sir—Fred Jarvis's comments on corporal punishment (July 28) go a long way to explain why the United Kingdom and Eire are the last countries in Europe to retain this ineffective anachronism.

The NUT's tactic is, as it has always been, never actually to do anything but to put the subject in the public eye. They assured the Minister of Education in 1936 that the cane was "dying out", and they coolly reiterated that misleading assurance today with any apparent embarrassment—except that Mr Jarvis's "declining" sounds a little less sure of itself, and with good reason.

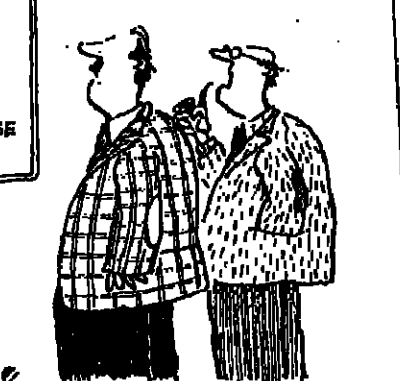
If he is not backhandedly justifying corporal punishment, why does he refer to "putting the subject in the public eye"? Why does he cite "local parents"? Why does he cite "local authority regulations"? (a joke)

The use of cane and strap by 80 per cent of our schools, as official figures from areas as different as Edinburgh and Croydon reveal, shows that its demise will almost certainly never occur if it is left to teachers. Most local authorities' decisions over the last 10 years have also increased its scope. Who does Mr Jarvis think he is kidding?

COLIN BACNALL
Secretary, Teachers' Opposed to Physical Punishment, Croydon, Surrey.

BRIGGLANE COMPREHENSIVE SPORTS DAY EVENTS

RUNNING IN THE CORRIDORS
THROWING THE BOARD-RUBBER
PRIZE FIGHTING
WINDMILL-POLE VAULTING
BOATING THE CHRISTMAS CAR
BUBBLES AND CHIMING MARATHON
ARM WRESTLING
THE 1 MILE SCHOOL MATRON CHASE



"I think it's about time the governors did something about providing us with a sportsfield, Hopcraft."

against British teachers (a joke throughout Europe)? It might be more sensible of Mr Jarvis to find out why European teachers can run their schools without corporal punishment, when most British ones apparently can't. Had it not been for the NUT, the TUC would by now have declared itself in favour of abolition in all schools. We hope Mr Jarvis is prepared to take the historical responsibility for the moral abdication of his union.

COLIN BACNALL
Secretary, Teachers' Opposed to Physical Punishment, Croydon, Surrey.

Nigeria: a biased perspective

Sir—As long-standing residents of, and visitors to, Nigeria were surprised that you saw fit to publish Lucy Hodgkin's "Nigerian Diary" (August 4). Perhaps the only reply to such cheap and sensationalist journalism is in kind: "Life in Britain is about coping. Will one's brain be held up by a signalman taking a tea break? Will an urgent letter reach its destination in under a week? . . . Will the next election be about 'real' issues or merely about race and Scots and Welsh tribalism?"

So easy to knock even a so-called developed country and still wonder that your article "Third World view obscured by clouds of apathy" in the same issue reports that development education in Britain is stereotyped, has an ethnocentric bias or dwells too much on publicized poverty problems without developing creative attitudes about solutions.

We are, of course, aware of the difficulties that confront both Nigerians and expatriates in Nigeria and other developing countries today, but to present these as the only aspect of the country deserving of your readers' attention is irresponsible journalism that we did not expect to find on your pages.

We could spend pages putting Miss Hodgkin's article in proper perspective but to do so would dignify it with an importance you, Sir, should never have accorded it. It is of course never too late to correct a full-page error in *The Times* when the error came to light.

The National Dairy Council is most concerned that the EEC contribution to school milk should be used to the benefit of those children who would gain nutritionally from it. We find it surprising that your paper should publish a report of this nature. An article on the nutritional benefits of milk for young children (this information can be found in our booklet) would, in our view, have been a more positive approach.

L. L. HILL,
Head of Information and editorial services, National Dairy Council.

PAUL RICHARDS,
Lecturer in Geography, SOAS, London University.

Italy Minister presents tenure Bill

Education Minister, Signor Mario Pedullini, has proposed a Bill which will give full tenure to more than 150,000 temporary school teachers and 80,000 school administrators and workers.

The Education Ministry has acted after a series of court sentences ruled that temporary teachers and members of the non-teaching staff have the same economic and career rights as tenured personnel.

The courts have also ruled that tenured university teachers have the same rights, and it is estimated that the state will have to pay out at least £200m in increased university salaries alone as a result.

Signor Pedullini's Bill specifies that school teachers, without previous teacher training qualifications, will have to attend in-service training courses lasting 200 hours to obtain the right to full tenure. The Bill cannot be presented to Parliament before September because of the summer break.

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Sri Lanka Developing countries 'need closer cooperation'

by Our Correspondent

The developing countries have been left none the better for the development decade announced by the United Nations, claimed the Sri Lankan Minister of Education, Mr Nissanka Wijeyaratne at the fourth conference of ministers of education and economic planning in Asia and Oceania.

The conference of 25 states, organized by UNESCO in cooperation with the United Nations Economic and Social Commission for Asia and the Pacific was held at Colombo from July 24 to August 1.

The education problems of the region are particularly pressing. As the director general of UNESCO, Mr Amadou Mahtar Mbow noted, 61 per cent of the world's population live in this area, and 43 per cent of the people are under the age of 15.

Among the main points touched on by the conference were the need to re-evaluate education systems to give increased emphasis upon the importance of work as an educational influence and for closer co-operation in education between member countries.

Outlining the major issues before the conference, Mr Mbow declared that though equality of access to education required that an increasing number of pupils should be placed, this was not sufficient. High drop-out rates and grade repeating

Sweden More help for young jobless

from Colin Narbrough

STOCKHOLM
The Swedish Government is considering further measures to combat youth unemployment this autumn. This was revealed by the Ministry of Labour after the unemployment figures for July showed an increase of 9,000 on the previous month, bringing the total of 15 to 25-year-olds out of work to 48,000, the highest July unemployment during the 1970s.

The non-Socialist coalition has been under pressure from the opposition Social Democrats, trades union organizations and the National Board of Labour to reinstate the present capacity of labour exchanges.

Unemployment in Sweden totalled 2.3 per cent of the labour force in July. Though low by international standards, it is high for Sweden and really represents a danger to the level of joblessness that is marked by the measure to absorb would-be unemployed in special education or retraining schemes.

The need to strengthen labour exchange facilities is seen as particularly urgent where young people are concerned as they usually require more counselling than older job seekers. The government is expected to accept much of the Board of Labour's demand to bring forward starting dates for public sector construction schemes.

In an effort to alleviate local youth unemployment, the schools in Stockholm have proposed the creation of more classes in upper secondary schools and the extension of the period for application for the coming school year.

Denmark Calculator risk

Pocket calculators 'made their official debut in Danish schools last year when 110,000 improved specification models were introduced by the Board of Education.

Adopting 60,000 calculators are due for delivery to schools this year but a leading engineering specialist has discovered that the models used show a 6.2 to 29.7 per cent error.

The number of "repeaters" was small and I remember only two cases when children were kept behind for the third time. Once a child had "passed up" he or she was again expected to work to a standard and is liable to be kept behind again.

I offer this example as a possible way of dealing with the slower and less able. Of course, many questions are unanswered, but the point that I wish to make is this: after we change our philosophy we will need to make a radical change in our method.

EUMILLA BERGUSON,
84 Brooklands Road, Brixton, London, SW9.

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Waves of anger

Sir—I was disturbed to read the comment from Mr Aubrey Singer, the new director of BBC radio, reported in the TES (July 14) that he was broadcasting takes up an unjustifiable amount of air time and his proposal to transfer some of the school's broadcasts to the middle of the night.

It seems extraordinary that a service which has made (and continues to make) such a contribution to our education system should be so apparently undervalued.

Educational programmes may be an "enormous disadvantage" to Mr Singer but I suspect they are a great asset to the long wave receptionists who wish to be able to continue to listen to Radio 4 after the treacherous change.

J. F. POSTER
Senior county inspector, County Resources Centre, Hereford and Worcester Education Department.

Professionals in the hands of unqualified outsiders

Sir—Following Shirley Williams's call for greater professionalism among teachers, I am prompted to write this letter.

To reach my so-called "professional status" I spent three years studying at training college followed by 12 years' teaching in a local primary school. During these 12 years I obtained a BA degree after three years' part-time study.

I now find that, having embarked upon the ladder of promotion towards posts of greater responsibility, the decisions concerning such appointments are made almost totally by non-professionals, i.e. school managers/governors who do not belong to the teaching profession. What understanding do they have of what teaching actually entails?

What do they base their decisions upon? Is it qualifications, appearance, personality, who you know, or to which political party you belong? It grieves me and I'm sure many other teachers, when advancement within the profession is geared to decisions made by people from outside the profession.

Is there any other industry in Great Britain in which its professional workers are employed or promoted by appointing panels from outside that industry? Surely these making such decisions should be the most professional of all.

B. T. STOCKDALE
17 Woodlands, Seaham, County Durham.

The Illustrated LONDON NEWS

SEPTEMBER
Ann Birchall
THE STORY OF COLOSSUS
Norman Moss
THE MAN WHO SHAPES NATION
John Farnham
THE END OF TIME
Ivor Herbert
THE QUEEN'S HORSES
Jean Boleyn
PROFILE OF GERANT EVANS
SNOWDON'S PICTURES OF PRINCESS ANNE'S BABY

In search of the past

'Nobody any longer has the heart or the authority to teach

the ancient laws, stories and the morality that

went with them.' Naomi Mitchison reports on the plight of

the Aboriginal children on Melville

Island in Australia. Drawings by Clifton Pugh

We go across to Melville Island, almost as far north as one can get on the Australian continent, by leave of the Island Council, who must give their consent to any non-Aboriginal visitor.

Would the children like to see photographs of Africa? They would, so here I am. Counting pre-school, there are about seventy pupils, with—guess!—a staff of twelve, some being Aboriginal teachers in training. In pre-school there are some fifteen enchanting, friendly children, all, even the three-year-olds, able to speak or understand a little English.

I am surprised to see the playground furnished with the kind of climbing and swinging equipment which might be useful in a crowded town, but is a little inappropriate in the middle of sub-tropical forest. However, it is standard government hand-out, partly no doubt due to an increasing official uneasiness about what an earlier generation did to the Aborigines.

The same lavish equipment is scattered throughout the school, and I can't help contrasting it with African primaries which I know, where everything has to be paid for out of tribal funds and pupils' fees, small though they are, so that everything is very basic.

Here all primary education is free, and there are scholarships for those few who want to go beyond. But the headmaster sensibly decided to charge for notebooks and pencils, which means that not so many get lost or broken.

There are all kinds of teaching aids, even some air-conditioning—more, I expect to help the teachers than the taught—and electric light. Children sit round low tables for group teaching; there is a school library, and a great demand for picture books.

Most children are full-blood. Tiwi people, but some are half and one, I think, a sun-burnt white child. They understand a map of the world, found the African countries. Some of my photographs were of a Nigerian fishing co-operative, and they asked: "What kind fish?" But the word co-operative, which most African 10-year-olds would know, meant nothing.

I took the older group, all sitting under a tree, there were questions, but mostly about me. "Where you work?" "What work?" "How old you?" "How many children?" I ask them, in turn, what they want to do.

Does anyone want to drive a truck and learn to mend it? Nobody, though I think in Africa this would have got a response.

Teaching? One. Nursing? Here several hands went up from shy, pretty girls with their well-brushed, wavy back hair. Fishing? All the boys' hands! The sea and the long winding inlets are teeming with fish and shell fish.

Meanwhile, Clifton Pugh, probably the top portrait painter of Australia, has started drawing animals in strong, black strokes, on big sheets of paper, much to everyone's pleasure. First come emus and kangaroos, then a wombat, but the children all shouted that it was a lion or a tiger—school animals unknown in Australia. So he started on a grinning tiger with a long tail and went on to a crocodile, which they did know as there are quite a lot about, though they are not much liked.

Would they dance for us? Yes, all ran out, and one boy started beating rhythms with a stick on an old metal drum. With a little encouragement, most of the pupils did a short dance, the boys quick and violent, bottoms, elbows and knees all sticking out.

A few furious stampings, a leap or an attitude and it was over to applause. With their wiry little bodies they looked like drawings from some rock frieze; these dances are perhaps fragments of long, adult dances.

The girls were very different, dancing with their heads down, in slow hops, perhaps miming the position of women. Somebody's baby was being passed round for a carry and cuddle from boys and girls alike; it clung with arms and legs to whoever wanted it, never having known anything but love from bigger people.

The dancing broke off when two mothers who prepare lunch—the idea, first of a white friend who showed the mothers what to do—brought out hot dogs and orange juice. Pupils pay for this, but very little; it varies from day to day.

So far so good, but is it really what is needed? These charming little boys tend to grow up into juvenile delinquents, often drunk, seeing no reason against taking anything they want, either from their own people or the whites. Why?

Well, the Tiwi no longer practise initiation, so that nobody any longer has the heart or the authority to teach the ancient laws, the stories and the morality that went with them. Maybe the teenagers simply refused to go; instead making hard drinks (not supposed to be imported into the island) the badge of manhood.

Some say that lengthy initiation is a waste of time that could be better used



for some kind of training for white man's skills, or that it is immoral. It certainly takes no longer than a period of national military service in the respected European countries which have this.

So the Tiwi children increasingly lose touch with the old social rules, and have no respect for the older men in the tribe, including their parents. They are more like the young urban whites who send up the statistics of thieving and mugging and rape in Melbourne or Sydney. What is the answer?

I have heard of a schoolmaster, who, realizing that Australian-type education was largely irrelevant to his pupils, had them three days at school and three days in the Bush, learning tribal skills from tribal elders and, with them, something of the old laws and their own mystical history. He was severely reprimanded by his department: Australia sticks to the rules of its own hierarchy.

There is someone else who has very clear ideas. Galarwuy Yunupingu, chairman of the Northern Lands Council, has thought a lot about education. About what was useful and what valueless in his own education at school and a bible college.

English, he says, must be learned as a language of communication (even in the Northern Territory there are dozens of languages understood only by one tribe), and enough arithmetic to get by. But instead of school subjects such as history

and bible study, children must go back and learn the Rules, so that they can live by them.

In all initiations in all tribal cultures boys and girls learn who they are and why they are, how they are related to past and future. They cannot learn this at school, and only a little of it even from a wise and rare family.

To be strong again, able to become skilled, responsible and valued citizens of Australia, the Aborigines must go back to the deep sources. But one of these sources is the land itself, of which they are the living part, and exiled from which they are less than men or women.

This land, as it happens, is the part of Australia rich in minerals, especially uranium. So it is Galarwuy Yunupingu against the international companies and the passionate materialism of modern Australia. Another Aboriginal leader on Groote Island, is managing to make things quite comfortable for the mining company.

One certain thing is that, with the present standard education, as laid down by departmental rules, the full-blood Aboriginal children are lost. I only hope that Galarwuy and his like will win for the sake of those same children, who, with a differently thought-out kind of education, might yet grow up into citizens of a new Australia.

Naomi Mitchison is the author of several books, for both children and adults.

Reaching the grass roots

Steve Taylor visits

a reading centre which

aims to disseminate

comprehensive information

on reading for

parents and teachers

In the middle of leafy suburban Reading stands the Centre for the Teaching of Reading at Reading University. Its distance from the main campus has at times proved a blessing in maintaining a resource and advice centre for practising teachers.

Over the last 10 years the director, Betty Root, has steadily built up the monitoring of and research into reading materials and equipment. She began in one small room of this large, solid house, which was then home of the university administration.

Now the centre occupies all three floors and the grounds, packing into the light comfortable rooms every reading book published in Britain, an enormous variety of supplementary materials, games, audio-visual equipment, reference books, and the centre's own publications.

Everything is clearly labelled, and every room kitted out with comfortable chairs. After this informality, two things strike one immediately: the small number of staff, and the quantity and variety of work completed and in progress.

Monitoring, collating and evaluating reading materials, editing and producing the centre's own materials, running courses, advising publishers and television producers, answering telephone calls and letters—all this is tackled by Betty Root, her two part-time DES-funded assistants, and a small but crucial secretarial staff.

Somehow they manage to find time to talk to visitors when and whence they arrive, taking each day as it comes, not bothering much about appointments. As I arrived, Betty Root was negotiating a protracted farewell with an Indian gentleman, who was pressing her to set up a reading centre to serve an area of his homeland with a population of forty million.

This was merely an extreme example of the mind-boggling and sometimes irritating range of requests for help. Many come directly from teachers, which the staff feel is quite right, as the main cash support comes via the centre's role as part of the university's school of education.

The second most important group of customers are lecturers, the purpose here being to "train the trainers, who come to be topped up". Very much behind the concept of in-service training, Betty Root is adamant that she does not run an academic institution.

This commitment to reaching the grass-roots teacher is evident not only in the relaxing decor, furniture and atmosphere, but in her attitude. She is a markedly down-to-earth woman, with a willingness to talk which matches her insistence on the importance of openness and confidence in learning to read.

Inspiring these qualities in the teachers is a necessary precondition, and she earnestly hopes a visit to the centre can help. Hence the democratic layout—no

closed doors or separate offices, but desks in the middle of the reference room.

Though there is a deliberate eschewing of autocracy, it is impossible to mistake her immense investment of energy, in the past and present. This is all the more remarkable when one considers her own writing output (kept up to "sharpen the mind") and bringing up a family of three boys.

Despite her obvious authority, Betty Root refuses to be dogmatic about reading books, and will not categorize them. She will not tell you what her favourite reading scheme is—she hasn't got one—nor will she tell you what the "best buy" is, because the centre is not a consumer's advice service for schools.

The kind of advice you are likely to get is a field-tested assessment of the particular merits and functions of any given scheme—"This does this, and that does that". This is based on all new evaluations the staff do on all new schemes, taking the materials to a local school, getting teachers to use them, discussing the results in seminars at the school, and finally collaborating on a written report which the centre publishes.

This is one example of the centre's efforts to disseminate information, a key phrase in Betty Root's accounts of her work, embracing correspondence courses to the centre, correspondence courses to the centre, or in nearby schools (Basingstoke at the moment), or outward through the publications.

"She dislikes giving one-off lectures: 'They shut their car doors, forget what you said and drive home. It never gets to the classroom, I prefer to beaver away in a smaller area.' For the same reason the centre's publications are kept thin; that way there is more chance of a teacher finding time to use them.

Work on these reports and pamphlets has expanded enormously in the past few years to supply a major and much-needed source of income—Betty Root and her colleagues "live in hope from day to day" over funds. Their most popular title, Cliff Moon's *Individualized Reading*, has just come out in a revised second edition, having sold 25,000 copies—an interesting indication of the number of teachers who want to collate and colour-code their reading books.

Other projects include the month-long residential course on "The Teaching of Reading and the Language Arts" (to which researchers in linguistics, reading and sociolinguistics contribute), the compilation and updating of a register of reading research in higher education, and a growing involvement with publishers and television people.

Press, publications and parents form the triple target of the centre's output, particularly through pre-school television programmes, which Betty Root feels are more likely to reach working class parents, "those who want to help but really don't know how to".

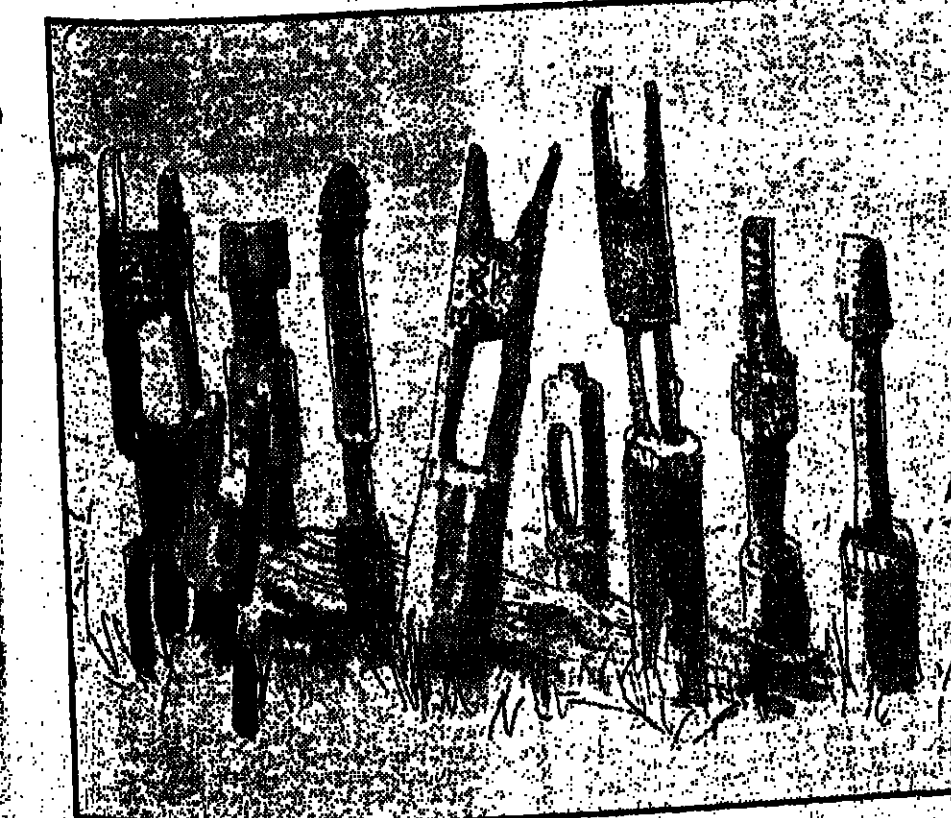
One recent success of this sort has been with the Terry Hall series *Reading with Lenny*. Betty Root put the contrilogist and author in touch with Granada after he'd visited the centre to talk to teachers about his "Laugh and Learn" books. In an advisory role, its presentation incorporates one of the few generalisations that she's prepared to offer, and that is the utmost importance of grasping the meaning over the mechanical decoding of individual words.

As Lenny and the watching children read the captions to a story that has already been read in a fuller form, his paw moves steadily across the page, not lingering over single words. Its approach makes the utmost of contextual clues and "the expectation of print". Betty Root sums up the process of reading, taught thus as "intellectual guesswork".

The centre's aim is to move the process of learning to read less like guesswork for parents and teachers. People are free to get informed advice and to sift through exhaustive collection of materials.

But there is every chance that, having talked with Betty Root, the visitor teacher will take back to school not merely a new booklet, but a revitalized and more confident attitude to the whole business of learning to read.

The Centre is at 29 Eastern Avenue, Reading RG1 5RU. Steve Taylor teaches at Ashburnham JMI, Chelsea.



Two men from Melville Island, and Pukamini burial poles.

Children's literature

Tricks, ruses and romps

Shirley Toulson

Hobbledeboy. By Simon Watson. Collins £3.75. 575 02437 2.
Looking after Libby. By Pamela Brown. Hodder and Stoughton £2.95. 340 17586 5.
The Summer House Loom. By Anne Fine. Methuen £3.75. 416 86180 6.

Running away to sea was once the simple start to the classic adventure tale of a young person growing up; and it's most refreshing to find, among all the clutter of books dealing with sexual/emotional awakenings, an author who has the courage to write, in a thoroughly up-to-date manner, in the old tradition of telling a good yarn. Not that anyone actually joins a ship in Simon Watson's *Hobbledeboy*, but the story is built on the compelling need to travel to distant parts, or at any rate shake off the cloying comfort of established society.

The novel is written as a long letter, sent from a mission hospital in some remote tropical state, and addressed to her parents in a Norfolk vicarage, by the writer, seventeen-year-old Jane Freeman. This already sophisticated form is complicated by the fact that Jane's accounts of her own adventures in coming to work in a developing country going through major internal upheavals are interspersed with transcriptions she has made from a nineteenth-century diary which she found in an old cupboard back home. That diary relates how another Jane once cared for a vag-

bond lad in hiding from his disapproving father. The device does creak a bit. No one could ever write such a long letter or such long diary entries; and with the reader's credulity stretched to breaking point (why on earth should any relief organization offer a very responsible post as warden of a hostel to an untrained 17-year-old?) it is sometimes almost impossible to keep the tale (or rather the two tales of the two Janes) keep racing along, and Simon Watson manages to interweave the experience of danger and deprivation in two contrasting eras with admirable skill.

Pamela Brown, the actress-turned-novelist, also tells her story through two characters, but they are much more closely linked—sisters in fact. Their surname, allegorically enough is *Chances*. The older, more sensible one, Unity is looking for her sister Libby (Liberty), who in accordance with her name is looking for her ultimate freedom. She does this via one of the many mystic cults that bloom today. The time-span of the book, which starts in earnest when Unity finds out that Libby is missing from her London theatrical school lasts from Wednesday afternoon to Friday morning.

In that short time, Unity chases her sister through a dreary Ladbroke Grove lodging house, a genteel suburban semi, a packed pop concert and the Hampstead temple of Hahuprah, a goddess whose current incarnation takes the form of a reputedly deaf and dumb 12-year-old. For part of that time she is assisted in her search by an upright and

helpful naval cadet she happened to pick up at a Tube station. Libby is not so lucky. She is helped along the path to absolute truth by a sudden and semi-conscious methusened old body whom she stumbles across on Hampstead Heath. Believing that this derelict lady is also an emanation of the goddess sent as part of the initiation tests, she takes her to a hospital and persists in the seemingly impossible task of finding her missing daughter. Needless to say, it all ends well. Libby finds the lost Ed, and incidentally discovers that "fancy rambles" whether of a physical or spiritual nature are no substitute for the real business and activities of human life. And Unity finds Libby, just before her mother returns from Australia. There is a lot of the intelligent social worker in Miss Brown, I should guess, and while *Looking after Libby* is entertaining, it also carries a shrewd warning to restless teenagers about the current risk of being taken in by the pop group impresarios who are out to feather their nests with the pickings from gullible soul searchers.

Anne Fine's pre-pubescent Iona—heroine of *The Summer House Loom*, and a reader's favourite since the publication of *Richmond Crompton's* William is safe from all that. She lives a secluded, sheltered life animated by her father (a blind professor of history), his guide dog, his brilliant reading secretary, and his favourite student Ned Hump. The story is a merry romp, in which everyone gets drunk in a jolly way on two successive days, and in which Iona, by various tricks and ruses, organizes harmony all round.

Les chefs d'oeuvre

Robert Bear

Les petits enfants du siècle. By Christian Rochefort.
In this one, les épaves, by Henri Troyat.
Les enfants terribles. By Jean Cocteau.
Maurice et le fantôme. By Georges Simenon.
J'ai écrit tout ça.

"Key Readers" printed in French and published simultaneously in selected countries, are abridged and simplified versions of "Les chefs d'oeuvre de la littérature française". The editors continue to show good judgment in their choice of titles and great skill in their presentation. The vocabulary is simple enough for quick reading by good pupils in the fifth and sixth forms. Words or phrases that might give trouble are explained in French or with drawings on every page.

Les petits enfants du siècle, which obtained Le Prix Populaire in 1962, deals with life in a vast courtesan in a 17th-century Paris. It is written in the first person, and the heroine Josyane is a young child of a *famille nombreuse*, that never seems to be able to stop the arrival

of new babies. In cramped conditions, with little money, there is little joy in the home. Josyane grows up into an intelligent and sensitive girl, who feels intensely the pain of her dreary days. After a few brief encounters with other boys, she finally meets Philippe, her great love. She gives him to him in the forest, and the lines that bring us to this point are so simple, yet so moving. They will soon get married, but will their young dreams be shattered in a moment? At the end of the book, the reader is told that the story is a drama Josyane suffered as a child, and all over again?

In *Les enfants du siècle*, Edienne, a brilliant pupil in the *Classe de Philosophie*, and living alone with his mother, suddenly learns the truth about his father: he was an appalling murderer, sentenced to death and executed a few years before. The trauma of this discovery further aggravates by another upheaval: his mother is about to marry. Edienne almost commits suicide, and almost kills his future stepfather. Today, in this classical fashion, analyses the adolescent's heart at the very point of the crisis.

The novel rings true throughout. *Les enfants terribles*, Blanche and her brother Paul, become terrible only when they step over the threshold of their adult world. As she grows up, Blanche becomes more and more like her mother. As they grow up, these children "fall into the hands of the gods". "Les enfants terribles" carries on "Maurice et le fantôme" as a "grand livre de poche". The few lines that bring us to this point are so simple, yet so moving. They will soon get married, but will their young dreams be shattered in a moment? At the end of the book, the reader is told that the story is a drama Josyane suffered as a child, and all over again?

In *Maurice et le fantôme*, the victim is a police officer, Inspector Lognon, alias *l'inspecteur*. Maurice, alias *l'inspecteur*, has a beautiful and profound novel. In *Maurice et le fantôme*, the victim is a police officer, Inspector Lognon, alias *l'inspecteur*. Maurice, alias *l'inspecteur*, has a beautiful and profound novel.

Heavily into aggro

Frank Coffield

Aggro: The Illusion of Violence. By Peter Marsh. J. M. Dent and Sons £5.95. 460 12026 3.

If you have pupils who wake up on a Saturday morning, who tie their scarves round their wrists, pull on their boots, jeans, shirts and denim jackets, and who deck themselves in the colours of their football team, then this is the book for you. If you are horrified by the mass media images of the rampant football hooligan, then read this book. For Peter Marsh's argument is that Aggro is a ritualized form of expressing aggression in a relatively harmless manner. He begins his book by quoting this example of London graffiti: "A little bit of violence never hurt anyone."

The first chapter on Aggro is for me that best part of the book. Based on close observations of the crowds at Oxford United, Marsh accurately describes and persuasively interprets the bluff of the boor boys (the bare chests and braces), their typical swagger, the stare which becomes an unequivocal challenge, and the ritual exchange of insults which cast doubt upon the masculinity of the opposition.

Those who breach the rules of Aggro are described by the boys themselves as being "out-of-order". Marsh comments: "... actions can only be out-of-order if there is a recognized order there in the first place. If all was aimless and purely senseless violence, such concepts could not possibly arise or achieve any currency." Later on, he argues that Aggro is a group of soccer boor boys is like being a tribesman. The fan, at least on Saturday

afternoons, can feel part of a social unity—one in which there are common values, shared aims and well-understood aims. And it is not something available to him in the weekday world of school work.

All this is well done, and a chapter on "Aggro in the past" which points out that Aggro has been a novel creation from being a novel creation in the past, and the changing nature of Aggro which are so characteristic of the modern football ground, are similar to the riots caused by the circus factions of the Roman Empire and the duelling of the French aristocracy and so on, to have been "conducted within a very rigid framework of fixed aims and etiquette".

This leads Marsh to his central thesis, namely, that we are not a tribe because of our inability to manage aggression, but because we are so much more civilized than the savages which pose only a threat to us. "Civilization", it ends by deprecating the absence of opportunities for ritualized violence; for "stylized boulder bashing" is far easier to organize than gratuitous bashing.

I found the chapters on "Aggro in the past" and "Aggro in the present" very convincing. The discussion of women and power and of Aggro as a far too simple "We are about a roomful of men in one room" is a bit disappointing. The chapter on "The Hunting Factor" is a bit disappointing. The discussion of women and power and of Aggro as a far too simple "We are about a roomful of men in one room" is a bit disappointing.

A small, plain point. It is that in a chapter, entitled "The Hunting Factor", the author's famous look *The Hunting Factor* is located in Chicago and not New York.

Paperbacks

Too much energy?

William Cleghorn

Windscap Fallout. By Ian Breach. Penguin 50p. 14 052 327 8.

Are there no simple answers in the nuclear energy controversy? More are the most basic of the underlying issues: engineering safety in reactors and fuel cycles, spent fuel storage versus reprocessing, radioactive waste disposal, accident procedures, environmental pollution, public health, energy demand projections, energy conservation, alternative energy sources, economic growth, export earnings, nuclear weapons proliferation, national security, international terrorism, civil liberties, our standard of living, our way of life. ... apart the solution and save the world in a handful of easy syllogisms if you can.

In length, zeal and tone last year's *Windscap* inquiry was a masterpiece. For 100 days it considered the application by British Nuclear Fuels Ltd for permission to build a spent fuel reprocessing plant on the coast of Cumbria. All parties agreed that it was a stupendous task. From the start the Inspector, Judge Parker, established a plausible parity between applicants and objectors, not in financial resources to conduct their cases but at least in access to the witness stand. On several occasions he ordered independent checks of doubtful scientific evidence. Courtesy was shown equally to senior counsel, arguing technicalities with nuclear experts and to youthful communicators invoking the balance of nature. Complete transcripts of each day's proceedings

were available to all at a special price the following day, first season's sceptics marvelled at such fairness.

The Parker report was made public early in March. To the relief of BNFL and their supporters around the world, the judge came down on their side. To the surprise of those reprocessing at sea, his wholesale rejection of their case came as a shock and a disappointment.

Windscap Fallout is an account of the planning application for the expansion of the reprocessing plant. The Parker report was made public early in March. To the relief of BNFL and their supporters around the world, the judge came down on their side. To the surprise of those reprocessing at sea, his wholesale rejection of their case came as a shock and a disappointment.

The author was present throughout the inquiry. His analysis of the technical aspects of the case is clear and accurate. His opinion is well expressed in a clear and accurate manner. His opinion is well expressed in a clear and accurate manner.

And what does nuclear cost amount to? Less than a mass movement, more than a middle-class dream, it is a student's dream of a better world. It is a student's dream of a better world. It is a student's dream of a better world.



A good read on the bus

FRANCES FARRER joins the passengers on Leicester's Readaway Bus

It might seem that for a child in an adventure playground a mobile library would have no appeal whatever. If the vehicle arrived playing music and making jolly announcements over a PA system it might be mistaken for an ice-cream van, greeted eagerly, and then abandoned. But Leicester's Readaway Bus, which toured the city for four weeks in July and August, was packed with children for most of its journey. Frances Farrer, who worked for the library and started reading to them, says: "This also happens to be the most active age-group for library-going, but we were trying to reach children who wouldn't normally think of books as 'pleasure'."

Leicester's library service has close connections with schools, advice centres and supplying books, materials and purchasing according to teachers' requests. The concentration of different cultural communities in certain parts of Leicester has created needs to which the library and schools services are slowly beginning to respond.

"Sometimes the Asian children are nervous about getting on the bus," said Tessa, who worked with the project. "This is especially true of the girls. And then the boys tend to go straight from End Byron to Mills and Boon (burgled romances). We have to try to get them to look at other books."

The libraries, now 'stock' books

The business of simulation

by David Whitehead

The Production Programme: The Bradford Game and Understanding Production Management. By K. Lockyer and P. Bestwick. CAC/Hobson Press. 10p plus VAT.

The Metal Box Business Game. By K. Lockyer and P. Bestwick. CAC/Hobson Press. 10p plus VAT.

Games and simulations have long since gained acceptance in management courses, though they still provoke scepticism from some teachers in schools. Such research as has been done demonstrates that these methods are at least as effective as others at increasing understanding, and they certainly help motivation.

The Bradford Game, which forms part of the first kit, aims to give students simulated experience of production problems. The class is divided into groups and each group is asked to organize the manufacture of a small range of booklets, with variations including size of sheets, number of holes punched, number of staples and colour of cover. There is a simple system of order forms, and orders are taken from a pack of cards shuffled by the teacher. A number of similar simulations already exist, and they

all result in instructive production problems for discussion. Bottlenecks occur in the manufacturing process, and the leader causes worker dissatisfaction, or a group too keen on democratic decision-making fails to get any booklets made.

The instruction manual provides helpful guidelines for discussions on problems raised by the simulation. Participants may be disappointed that there is no "winner". The Bradford Game would be better described as a simulation. It is not intended that teachers should base generalizations about work and its organization on this exercise, but that interest should be aroused by discovering and discussing problems in production management. The effectiveness of the simulation depends entirely on the skill with which the feedback session is conducted.

Accompanying The Bradford Game is a filmstrip-cassette sequence entitled *Understanding Production Management*. The eyes of a young, bustling production manager in Nottingham are revealed, and the difficulties of organizing manufacturing are revealed. Pictures (75) and sound track (backed by pop-music) too very professionally produced, gives lively information additional to the tape, though it provides a stimulus. The pack is aimed at the able sixth-former, hoping to influence his/her choice of higher education subject: it is fairly obvious in what direction.

The Metal Box Business Game is designed to give sixth-formers, undergraduates, and management students an understanding of the purposes of business and of the purpose of the business manager. It provides a simulation in which the student must solve financial, marketing and production problems. The securing satisfactory returns. The student must plan a strategy and delegate operating responsibility to other members of the management team. Players also learn the meaning of business tools such as balance sheets and profit and loss statements.

The game is played by syndicates representing competing companies—very much like the *Esso Business Game*—and can accommodate from six to 24 players. It can be played over six to eight hours over five or six sessions, but each student needs two hours' preparation time as well. The pack consists of tutor's notes, and players' manuals and various record and decision sheets.

The easiest way for a tutor to familiarize himself with the game is to attend one of the Careers Research and Advisory Centre courses, but it is also suggested that he might play a simulated game on his own or against a colleague, carefully checking for each working of the game provides decision-making insights into the very complex decision-making strategies required in business, but tutors will have to invest a great deal of time and thought in preparation if they are to get the best out of it.

Moor for private study

by David Self

Studyguide to "Othello". By Colin Temblott-Wood. Studytapes, Surrey. Haslemere, Surrey.

Although advertised as being for home and school use, it is hard to imagine this *Studytape* being really effective in the classroom: some of the remarks addressed to the listener could all too easily provoke laughter during group listening. It is, however, much more suitable for private study and indeed this package of tape and 90-page booklet would be ideal for the A level student who is catching up on a text he has missed in class.

The author presumes the student has some knowledge of the play and after a brief introduction, begins his tape-recorded talk with a consideration of the language of *Othello*. He effectively demonstrates why Shakespeare would not be Shakespeare if it were all put in "easy" modern English, and this section, like later ones, is well illustrated by acted quotations from the play. It was a happy idea to print all these quotes as the first part of the booklet: having them in sequential order saves searching for the text and also makes listening to the talk very much easier.

The next section is a stilted and artificial discussion between two anonymous actors about the temptation scene and is best forgotten, but the tape concludes with an imaginative talk which really does remind the student that *Othello* is not so much an A level set book as a script for acting.

Apart from quotations from the talks and discussions, the booklet contains stimulating essays on the tragedy, on the minor characters, on the shape of the play, and further quotations from famous actors and critics about the play.

Together, booklet and tape (which is available as a cassette or on open reel) are very much better than many similar audio aids. The excerpts from the play are well acted by professionals and though not everyone would agree with Iago's interpretation, the listener is encouraged to think constructively about the acting.

Mr Temblott-Wood is no mean performer either. In spite of a slightly apologetic start when he nearly undermines his project by implying *Othello* is only a hurdle on the way to an examination, he warms to his task and his taped commentary is successful in communicating his admiration of the play and his awareness of the tragedy of *Othello*.

Studyguide to Othello is not an easy revision aid, nor a cram book for the weak student. Neither is it an academic, in-depth analysis of the play. It is a private course in the play, and English departments would do well to invest in a copy ready to loan to any serious sixth-former who might need it for private study.

Details from Glennys Wild, City Museum, Birmingham.

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MAGNUS FREE There & Back

with line drawings by Paul Shary

Magnus Pyke shows just how we have come to our present science-fictioned society. He has an inexhaustible appetite for the curiosities of man's scientific progress and an unshakeable belief in a truly scientific approach to life as the only safe way forward. But he says that we should be questioning our attitude to science. Instead of blindly following each new avenue we should stop and ask ourselves: "Do we really want this?"

10 line drawings £4.95

Correction

The four books referred to in Martin Glasbury's children's literature review on August 4 are not, in fact, all *Topplers* (Macmillan). The hardback is *Impressions* by John Galsworthy. The other three are *Topplers* (Macmillan). London and New York.

Walking enthusiasts will welcome the recently published Penguin's *Chair Aid for Hill Walkers* and *Climbers*, by Jane Kenyon and Stewart House (75p) and *The Walker's Handbook*, by H. D. Weston (50p). Both are packed with information and ideas.

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Robin Maconie

When we can surmise is that the terms of reference must have been pretty crippling for a person of Sir Frank's experience not to have seen able to come up with a single acceptable idea; is also evident that the problem was seen in a business and not musical frame of reference, since as far as one can tell Sir Frank is a management expert, and not a musical one. Finally, it is no secret that orchestras are extremely conservative bodies, especially resistant to new ideas. So it is possible to speculate that the failure of the enterprise relates as much to the ingrained unwillingness or the independent orchestras to contemplate any radical change in their

Another consequence of retaining the image of a nineteenth-century corporation is that the public declares it with a nineteenth-century product. Orchestras often complain that programming contemporary works is bad for business; people stay away. But though it is foolish to deny that much twentieth-century music is difficult to digest in a programme otherwise made up of familiar nineteenth-century music, it is also true that the inclusion of a token twentieth-century work in a nineteenth-century election played by a nineteenth-century ensemble does tend to strain audience credit.

On the other hand, there is a great deal of existing specialisation that is frankly counter-productive. I refer in particular to the division of interests between ballet, opera and pure orchestral entertainment. This has led to a splitting-up of potential audiences into specialist groups, and as seat prices rise, so audiences will tend to concentrate on one to the exclusion of others. Among the many useful things the Proms has demonstrated is the fact that it is not impossible to integrate ballet and opera.

Some years ago, Stockhausen unleashed a storm of protest from orchestral management for suggesting, in an article in *The Listener*, that all orchestral musicians should take a two-week refreshment leave in new music every year, which seems a quite reasonable proposal to make. But if it would not appeal to all the personnel of our symphony orchestras, I cannot believe that there would be a sufficient number in the four independent orchestras combined, willing to take part in a jointly funded experimental orchestra for a limited period each year. The skills they would acquire in that stint would filter back to their respective colleagues, and would help to instill a more positive interest among players and managers alike.

On the question of pay, it has long been recognized that the ferocious battle between rank-and-file musicians and conductors and performers are the result of the fact that in this country there is no livelihood of the rank-and-file musician improve so as not to force the prices up unacceptably, then to say of doing so will certainly be to do of some measure of quality between the rank-and-file musicians, and that given to orchestras and that given to orchestras and musicians who coach youth orchestras and in the music colleges, and the orchestras and society to be to benefit from having the teaching ability of the rank-and-file orchestral musicians valued. This, too, may assist in the redistribution of London's surplus of talent out to the regions and the upgrading of orchestras where the teaching of the rank-and-file musician is already strongly influenced.

Catherine Drummond on the International Festival of Youth Orchestras

A visitor to the 1973 Festival in Aberdeen, the German National Youth Orchestra under Conductor Volker Wängenheim, is a well-disciplined, unified ensemble, at home in all areas of the orchestral repertoire. After a stunning performance of the little-known *The Martyrdom of St Sebastian*, the audience was treated to a performance of Haydn's cello concerto in which Georg Faust played with a purity of tone and unmanipulated style that would be the envy of many older musicians. The orchestra's powerful performance of Tchaikovsky's sixth symphony was barely marred by the tempi being a shade too fast.

The European Community Youth Orchestra was something of a dash in the horse. What kind of an orchestra would you get with players from musical traditions as far apart as Italy, Ireland and Germany? Under conductor James Judd it produced a rich but not heavy string sound and immaculate waltz playing. The result in splendid performance of Britten's *A Young Person's Guide to the Orchestra*, Brahms's *Academic Festival Overture*, 1812 *Overture* by Tchaikovsky and Berlioz's *Symphonie Fantastique*.

The climax of the festival was undoubtedly the concert by the International Festival Orchestra and Chorus. This all-Beethoven programme was conducted by Carlo Maria Giulini and produced a electric atmosphere in Aberdeen's music hall. From the opening of the *Egmont* overture and throughout the ninth symphony the pianist was powerful and always retained its lyricism.

with a dash of armadillo. Jordan's circus was one as hardworking as it was young-minded enough to be interested in development. Building on this theme, Biggie/Neat partnership has been launching some ambitious projects. In 1987, for example, children took part in their first year's performance of the musical *Joseph's Dreamcoat*; and now in the last week of term King Wozzie, Polyprompina Pate and the Burperpers on the Sidwalk have taken the school choir of 200 to a professionalized skateboarding, roller skating and aerobic team, with supporters teachers as circus goons and, to the whole thing together, an excellent rock band. With all its extra-curricular expertise, the go-go with electronic lighting and effects.

The story of Wozzie, both scary

The hall is aflicker with coloured lighting: perched high in a spotlight, Tony Bigger ferociously conducts; a child among the 200-strong choir, caught in the blazing searchlight of his eye, fails to respond: each one opens his mouth to full capacity and sings his heart out.

For the audience it is a stirring experience: few of us have heard children sing like this before, absolutely in tune with their own kind of music, giving razor-sharp loyalty to this fiercely dedicated young

—

D. G. Valentine in the north

Maxted) tries a dozen forms of entertainment: a girl pop singer (Jane Jackson); World Cup football winners (who else but Jordan-Clark School?); even a full ring circus act—this last provided hilariously by the staff. Does this do the trick? No way, man, according to Wozzie; it's terrible, terrible!

The Minister of Laughter has 24 hours in which to laugh, or else he is in a chop. When on drifts the young skateboarder (the wood blocks of the hall floor had to be covered in conveyor belting from a local mine), and this is it: Wozzie has never seen the back: he tries it and lands on his back! So a new decree goes out to everyone including the girls who learn skateboard-ing, and the play develops into a dazzling skateboard ballet.

100

Karen Treacher on theatre and education in Bristol

For "coldest, *States of Ireland*, the programme begins with a look at the history of the country from 1800 to 1914. The next 15 years are much more imaginative and properly thought out. This half-day programme begins by taking the audience back with the revenge of an IRA terrorist by a "bombing" of the British Embassy. It then covers the historical background of the programme. The programme is held at the Monks Park School, where clever use was made of the space available and people self-consciousness was taken down with lots of musical drill and marching about. A pole for a flag was used to represent the flagpoles for and assist Home Rule. The programme was well arranged and featured the crowd. One of the pupils, dressed in an IRA uniform, was a very well controlled, and the programme was the subject of the first World War began to the

[illegible]

Radio
Tasty slices of li
Frances Hill

The Dignity of Man is the name of a series of seven concerts in The Early Music Centre Festival to be held in St John's, Smith Square, from September 3 to 9.

Those themes are to be played by, among others, the *Allegro* Consort, the William Byrd Consort, the Consort of Musicians, and the London Early Music Group. It includes the Eton Chilly Book, by Cornyshe, Dowland, Monteverdi, Caldara, Frescobaldi and others. Tickets £1 to £2.50 from 01223 812222.

Since 1966 the Harrogate Festival of the Arts and Sciences Ltd has enjoyed abundant local support, an enterprising array of commercial sponsors and generous individual patrons. The Council makes multiple rates available for the festival, and the Harrogate Corporation and the Harrogate Education Administration and Housing Councils, and the Festival Club, a barn of a room imaginatively transformed into a giant marquee where meals and drink could be had, and late-night entertainments were arranged.

Harrogate highlights music— and drama— which meant the dramatic presence of Dr. Magnus Fyke lecturing, with arms akimbo, on the delights of his subject.

Other star players included

constituting of Initialia, Ivlvia in a small room; 30 odd exhibitors (by-living artists) recently bought up the Contemporary Art Society who fondly hope to float them as desperate garage sales. At the other extreme came "A Hundred Years of Cycling" marked the founding in Harrogate of the Bicycling Touring Club. The accentric combinations of sensuous circles, endlessly crossed—wheels with spokes could have been squandered as artistic statements.

Sophisticated occupying the middle-ground was an Evening in the gilt-and-stucco Royal Hall with the formidable Dr Evadne Hinge and Dame Hilda Bruckner—aging musical menaces—agony with plumes in their hair, and a young man bichilly pour each other'sberry and invite the audience into their lounge in Stockton Trestle. Their act is as camp as a row of tents but highly polished, sophisticated and partly perfect. Immature late with the whole confection is immediately shared by spectators who would not be seen dead at a fair square.

J. J. REAGAN

Parrogate Festival, true to its more professional sensibility based on a mature composition

folk tradition, again included events for children, and even a magic, most important was the proposed presentation of the world's premiere musical, *Shells Rex directed Leeds Youth Opera Group* in what was the twentieth anniversary of the chamber orchestra, aided by a wide-ranging percussion section from Roundhay High School, and a patchwork of other direction patchwork. A resourceful, inventive, Joan Waddicor was listed as wardrobe mistress.

The standard of singing and dancing was quite high, with particular praise due to the pure, evocative, of Paula Bednarczyk, imperious, Red Queen, and the eloquent, and the bumptious, Tweedle, the fussy Train Guard and Plum Pudding. Highlights for me were the Gnatz, just as the Queen chortled and the Humpty Dumpty episode. **HARRY ST**

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to put so much value on
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that is prior to the
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just with rich collectors is
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Ros Hawkins

Michael Clarke

The Mechanical Image: The Control Exhibition, Contemporary Arts Centre after Portsmouth Street, London, and going on to Newcastle and Aberdeen.

The varieties of printmaking have now become so numerous, the categories embracing issues so complex, that exhibiting could be more painful than dull. Even the evidence of most print shows no one who knows that a 'Serif machine' never makes a 'Serif' and that a 'Gothic' machine never makes a 'Gothic'. Although it has been possible since the 1880s to transfer photographic images into print, the practice was for a long time restricted to purely commercial reproductive purposes. It is exactly what the distinction is

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One of Orville Smith's exhibit

Black on White.
The Commonwealth Institute
August 30.

Black on White resulted from a small exhibition which formed part of some Jamaican Independence celebrations organized earlier this month by the Association of Jamaicans. Impressed by the photographs of Fitzroy Dan, John and Vernon, St. Hilaire, the Commonwealth Institute invited

There are some interesting and beautifully lit studies of children by Caudley George, a photographer in *West Indian World*, and some superb portraits from Bill Paterson who lectures in photography at the London College of Printing. Kenlock's work is more overtly politic—the guitarist with dreadlocks, the veiled black woman (widow? nun?) weeping, anti-racist demonstrators in Brizton, the man with noisily and mischievous eyes smoking a pipe.

Such short notice has meant that the whole thing is rather so-so, with many badly-mounted pictures even unmounted and curling at the edges. More in the gallery.

The most ambitious pictures were by Orville Smith, who has experimented with photomontage to some most surreal effects—multiplied eyes appearing in unlikely places, hands disappearing from faces and a stunning photograph of three men talking, unaware of the enormous eye, threatening and like, looming down from the clouds.

Some of the photographers are professionally in the field and are soft-tough. For many their first exhibition and even their first photograph deserves commendation. The matter varies greatly. John Holland has some impressive photographs—clothes, models, men and women or merely men—his emphasis is on their

The only colour photograph from Trinidad-born Horace on established and altogether remarkable film-maker, and very they are too: I particularly his grubby, black and white p of a naked man, and horse p beach.

Irene Staunton of Drum hopes exhibition will tear the coe Any school wishing to borrow should ring her on 01-240 0365.

Summer diary

Compared with being elected President of the United States or winning the Eurovision Song Contest, becoming head of a group six middle school is, I suppose, pretty small beer. In our world, though, it does represent achievement of a kind and I confess myself well satisfied with it. I have been a head for just one term now, and on searching for parallels which might assist me to describe how it feels, I am drawn irresistibly to May Day, when I took my daughters on the Big Dipper at Blackpool. Consider that experience, and see how, in an uncanny way, it offers itself as a metaphor for headship!

To begin with, I only got on the ride at all after a long wait in a queue behind a lot of other aspirants. Then I found that it began with a longish period of calm and quiet, punctuated only by muffled creaks and clicks. Suddenly, however, there was a terrific change of tempo, after which it was all a demoralising succession of ups and downs, bringing many moments of exhilaration and a few of sheer terror, when there seemed nothing to do but shut your eyes and hang on.

Sometimes I looked furtively around to see if anyone else was panicking. At other moments I smiled confidently about me so as to display my firm yet monochromatic grip of it all, while the scenery hurtled by on either side at breathtaking speed. The first term of headship is, I assure you, not at all dissimilar to this.

Victorian children at work and play

Thinking about General Studies work for next term, I went this week to the Herbert Art Gallery and Museum in Coventry, which has an interesting exhibition at the moment called "Seen But Not Heard". It is about children at home, school and work during the period 1800-1914, and there are clothes, toys, books, and documents. All nicely displayed and well explained. I was particularly interested and touched to be reminded of the high rate of infant mortality during the period. There is, for example, a little collection of mourning cards and letters dealing with the death of a young child, under five, belonging to Annie Horsfield, who died in 1866.

On the same theme is a sampler embroidered by Jennima Shakespear in 1804, at the age of 13, to record the names of her 17 brothers and sisters, 11 of whom died by then, and before reaching the age of three. Death was a familiar visitor to the Victorian family, and I suspect that grief was a more straightforward and unembarrassing emotional release than it is now. The tone of the letters of condolence in this exhibition give the lie, though, to any idea that people "got used" to losing loved ones. I am reminded of a local old lady whose memories I recorded lately. She sailed as she recalled vividly and movingly her little brother who had died 70 years before at the age of 14 months. "He couldn't raise his little arm", she said, "but, oh, he did try."

Also in the exhibition are lots of school materials and also some things connected with children at work. The whole makes an excellent resource for social history. It will be open until next spring.

The value of log books

I have had an interesting hour or two lately reading through the log books of my own school, the first entry of which is dated September 18, 1871. Every school has a log book, of course, and I hope my fellow heads realise their value to posterity as historical documents. Having done in the past a fair amount of research into individual school histories, perhaps I will be forgiven for offering a few hints which might help to make today's log books more useful to historians.

□ Mention your own name. A lot of heads in the past, because they were writing the book rarely wrote their own names. This can be very frustrating. Ideally, too, a new head could usefully start off with a potted autobiography.

□ List the staff and their duties preferably each term but certainly each school year.

□ Make particular mention of local events in which the school takes part, and where possible, explain these or give reference to other available descriptions—in local newspapers for example.

□ Make particular mention also of the way that domestic events and policies impinge upon school life—the current spending cuts are a good example. Yet would be surprised how great national ideas seem to have swept by unimpeded in the past so that you get entries like "November 11, 1918, Inspector called today."

□ Mention amusing and informal happenings as well as official ones. One of the best entries I have read is a lively description of how a master, in full cry, left backwards from the playground into the open fireplace.

School log books are fascinating documents, and I would be in-

terested to hear from anyone who has comments to make about what I have said, or his log book stories to recount.

Concern with the language

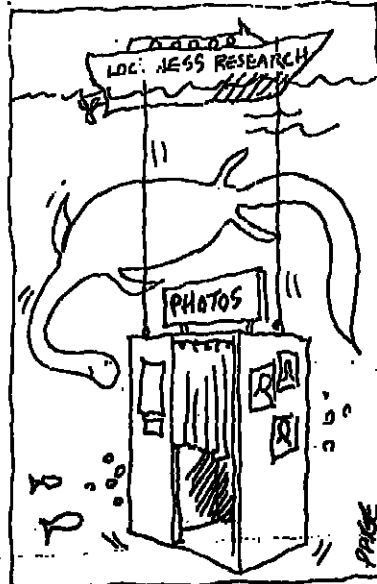
One human trait which constantly fascinates me is the way in which so many people become emotional—any purple faced—about grammar and pronunciation. Radio Four's correspondence programme *Disputed*, Timbridge Wells produces a continuous crop of letter writers who worry themselves sick about such usages as "the Government have decided." The programme's presenter, Derek Robinson, suggested to me when I rang him that it might display a basically authoritarian trait in the English character.

Many of the people who write will quote word for word grammatical rules they were taught at school, convinced of their infallibility. Thus you cannot, according to some correspondents, say "right now," even in informal speech. Another one was worried about news bulletins which spoke of "evacuating people" adding that the people concerned were "presumably not consipated."

If all, I suppose, demonstrates a failure to understand the organic ever-changing nature of language and an inability to come to terms with the descriptive, rather than prescriptive, nature of grammatical rules. At the same time, though, I am—quite hypocritically—glad that people write in about the things which I happen to dislike. "Media" used as a singular noun, for example, or the kind of grammatical overkill which produces a phrase like "between you and I."

In the course of looking into this I learned that the BBC has a department for advising broadcasters on pronunciation. This interested me so much that I paid them a visit. The Pronunciation Unit is housed in a couple of small offices in Broadcasting House. It is staffed by four people—all of them modern linguists—whose main job is to advise any and all radio and television broadcasters on pronunciation.

The unit grew out of Lord Reith's 1926 "Advisory Committee on Spoken English" which was a very high powered affair—George Bernard Shaw was on it, and Robert Bridges was chairman. They had discussions and took votes on what ought to be the right BBC pronunciation for various words, and published lists in *Radio Times*. Now, though, the unit offers expert advice in a much less prescriptive way. There is no BBC Pronunciation Book, though, being in the form of what pronouncers are listed in the major authorities such as the very useful "Pronouncing Dictionary of British Names" edited by G. M. Miller, a former



head of the Pronunciation Unit (OUI 1971).

As you might expect, a large part of the unit's work is concerned with helping newsreaders with English and foreign proper names and technical terms.

Whenever possible, names are checked at source by ringing up the person or place concerned, though obviously three phone calls to an old English village can easily produce three different versions of its name. All information collected is recorded in a card index using the International Phonetic Alphabet, from which it can be translated into a less elaborate modified spelling system for the broadcasters themselves.

Sometimes the assistants in the unit produce tapes—perhaps to help the actor who has had some lines in an unfamiliar language, or, as in one case, to help the BBC Singers with their preparation of a Slavonic part song. Each day, too, the unit produces a news list with words likely to crop up in the day's bulletins. On the day I called it featured a couple of Russian dissidents.

There are all kinds of traps and hairy boundaries to be aware of. The exact name of a foreign place, for instance, may well sound very different in the context of an English news bulletin. On the other hand, there is a need to move away from the "colonial" Anglicized versions of Asian and African names. Then there are the people who get angry if their names are mispronounced. Others, though, are so blasé about it all that "wrong" names become absorbed into common use. How many people realize, for example, that the first syllable of "Osterhills" should be pronounced "Oast"?

The unit gets its share of letters from the public, and the assistant I spoke to echoed Derek Robinson

when she said: "Evening speaks English is an expert. I might really not be too surprised. I suppose to many of the people who are concerned with pronunciation but of this kind. And as it is so bizarre enough, considering it up and speak the pronunciation in the course of complaints."

Looking for Nessie

You would, I suggest, be way before you found a holiday project quite so much as that run by Alan Jones, a Master at Manor Hall, who part of the Woodbridge Festival Federation known as Learning from School. He, with a colleague, took nine boat and a minibus to Loch Ness in the morning, I had my say that this was no madcap tour. Jones had been taking to the loch for seven years, obvious benefit to be had from two sightings, they had gradually increased the sophistication of their expeditions.

This year, using a boat for the first time, they were doing water sound recording and are in contact with a radio officer about the possibility of a sonar investigation. Jones is extremely knowledgeable about the loch's history of sightings like many others, it was the conviction in the view people who speak of experiences.

Aside from the money, though, Jones points out obvious benefits to be had from youngsters to camp on people at the loch, as a direct educational experience which derives from experiments and seeing about them, activities which bring the pupils in contact with university work.

This year the expedition mixed one. The weather, visibility, poor and calm, and the boat was in the rough weather, they made some recordings, might just be interesting, not some useful people.

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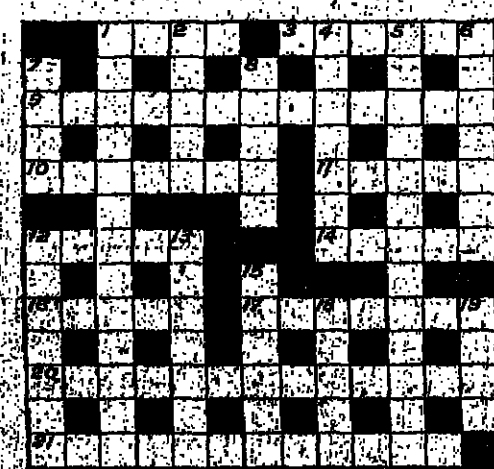
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Crossword No 1,147



Across

- 1 Who died in 1914?
- 2 What is the name of the book which was written by a man who died in 1914?
- 3 What is the name of the book which was written by a man who died in 1914?
- 4 What is the name of the book which was written by a man who died in 1914?
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- 15 What is the name of the book which was written by a man who died in 1914?

Down

- 1 What is the name of the book which was written by a man who died in 1914?
- 2 What is the name of the book which was written by a man who died in 1914?
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- 14 What is the name of the book which was written by a man who died in 1914?
- 15 What is the name of the book which was written by a man who died in 1914?

Maths teasers

PALINDROMIC NUMBERS WITH 5 FIGURES

These palindromic numbers are exactly divisible by 3 and by 37: 35853, 72927, 43734, 12321, 40404, 17871, 71871.

(a) Check these seven numbers. Can you write down some more five-figure palindromic numbers that are exactly divisible by 3 and 37? (b) Prove that any five-figure palindromic number which is a multiple of 3 when $a+b+c+d+e$ is a multiple of 37. Deduce the rule for testing whether a five-figure palindromic number is divisible by 37. (c) Prove that any five-figure palindromic number is a multiple of 37 when $a+b+c+d+e$ is a multiple of 37.

(d) Find a number, one half of

4k, (ii) 7 when $a-(b+c)=7p$, (iii) 11 when $2(a-b)+c=11q$.

WASTE NOT, WANT NOT

A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 5in. How long was the wire, and how many pieces would there be of each length?

QUICKIES

Here are five simple puzzles, which you should be able to solve quickly. See whether you can find the correct solutions within five minutes.

(1) Find a number, one half of

which is 100 more than the number of its digits.

(2) I think of a number. The difference between it and the number of its digits in reverse order is the difference between the number of its digits and the number of its digits in reverse order.

(3) A father is 30 years older than his son. In how many years will he be 40 years older than his son?

(4) The perimeter of a rectangle is 60 in. A longer side is 10 in. What is the area of the rectangle?

(5) If I increase my speed from 3 mph to 4 mph, I save ten minutes on a journey of 10 miles. What is the length of the journey?

(6) A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 5in. How long was the wire, and how many pieces would there be of each length?

(7) A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 5in. How long was the wire, and how many pieces would there be of each length?

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(15) A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 5in. How long was the wire, and how many pieces would there be of each length?

(16) A man has a length of wire, more than 10ft long, which if cut into pieces 13in long would leave a remainder of 10in and if cut into pieces 45in long would leave a remainder of 5in. How long was the wire, and how many pieces would there be of each length?

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